

## Turnaround School Operator: EdPower

Founded: 2003 (Charter for Accelerated Learning, Inc.)

Schools in Operation: 1

Schools Serving Middle or High School Students in Operation: 1

States: IN

### History:

Since 2002, the Charter for Accelerated Learning, Inc. has sought to be a vanguard for effective schools in Central Indiana. In 2004, we launched our first education initiative in Indianapolis. That school, the Charles A. Tindley Accelerated School, has won local and national awards for educational excellence and closing the achievement gap between impoverished students and their wealthier peers.

In 2010, the Charter for Accelerated Learning became EdPower, focused on expanding quality, college-preparatory, educational services for young people. The EdPower team consists of many seasoned full-time educators and part-time consultants.

### Mission:

EdPower employs key methods to improve the delivery of educational service throughout the state of Indiana to:

- Promote and support the growth of traditional and charter public schools affiliated with the EdPower Network.
- Facilitate learning environments characterized by high expectations and quality instruction.
- Provide professional development opportunities that are congruent with the needs of students in urban schools.
- Provide school evaluations, coaching, and support for other public schools.
- Cultivate the involvement and empowerment of teachers, parents, and community partners.

EdPower's mission is to empower its students—regardless of their economic background or past academic performance—to become successful learners who earn a high school diploma and graduate from a selective four-year college or university.

### Strengths:

- Charles A. Tindley Accelerated School offers national and local award-winning programming
  - 2010: United States Department of Education Blue Ribbon Schools Award
  - 2009: Indiana Department of Education Four-Star School
  - 2008-2009: Member of Schools that Can Network
  - 2007-2008: United States Department of Education Effective Practice Incentive Community Award Winner
  - 2007-2008: Distinguished Title I School for Closing the Achievement Gap
  - 2006-2007: University of Indianapolis Awarded Model Early College Site
- Over the past six years, the percentage of Tindley students who pass the ISTEP and GQE/ECA Mathematics assessments has improved nearly 40% and over 25% in English/Language Arts.
- Based on 2010-2011 student test score data, Tindley ranks 7<sup>th</sup> in English/Language Arts and 10<sup>th</sup> in Mathematics out of 110 public junior-senior high schools.
- 100% of Tindley graduates receive a Core 40 or Honors diploma, making it the top ranking public junior-senior high school in this category.
- In three years, those who take the SAT at Tindley have gone from scoring below to above the state average in all three subject areas.

- EdPower has experience serving a student population similar to those of many schools in year 6 of academic probationary status (i.e., Tindley's student population is 96% African American, 63% Qualify of Students for Free/Reduced Price Meals)

#### Areas for Monitoring:

- Capacity and School Design – EdPower currently only operates one public charter school.
- Members of EdPower have been active in school accountability and assessment for five years.

#### Community and Parent Outreach:

EdPower currently partners with many diverse organizations throughout the state of Indiana and across the nation, including the following:

- Greater Indianapolis Chamber of Commerce
- Schools That Can
- Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis
- The National Center for the Accelerated Schools PLUS
- Anderson University
- Butler University Community Arts School
- Forest Manor Multi-Service Center
- Girls, Inc.
- Teach for America
- College Summit
- Health and Hospitals Corporation

#### Leadership/Management:

EdPower believes that great schools require the type of leadership that creates strong and effective systems that support teachers in providing powerful learning experiences. An important aspect of this support is the ability to maximize instructional quality and quantity without being hindered by administrative tasks and school discipline. The EdPower team will serve as the Central Management Organization (CMO) for all network schools. In addition to back-office business operations, the CMO will provide each school with administrators in:

- Academic Affairs (Building Leader with network support)
- Student Discipline (Assistant Principal/Dean of Students)
- Student Academic Support (Academic Dean with support from Title I Staff)
- Guidance Counseling/College Advising

#### Educational Approach

The EdPower Educational Approach relies on a personalized relationship between the school and its students. EdPower insists on high-quality, engaging instruction from all of its teachers. EdPower insists on high-level productivity from all of its students as they work toward pursuing a college degree. This cannot be accomplished without adhering to certain core principles:

- Educating no more than 20 – 24 students in one classroom in the core academic areas.
- Each student is entitled to an extended school day to reconcile any academic deficits.
- Each student is entitled to an extended school year, when necessary, to continue to work on academic skills.

- Each family deserves continuous feedback relative to the academic progress of a child (daily or weekly).
- Each teacher must continuously improve his/her capacity to be an engaging instructor that is able to reach every child.
- The documented gender-specific needs of each child should be respected within the core academic subjects.
- Each student must demonstrate authentic competency in the articulated grade-level skills in order to be promoted to the next grade.

### Philosophical and Guiding Principles

EdPower asserts that holding students, faculty, administrators, and families to high expectations for student performance, and providing appropriate interventions and support, is the key to greater student success. EdPower also recognizes that specific challenges involved in increasing student performance will vary based on the unique context of each individual school and school community. Rather than apply a cookie-cutter approach to improving school performance, EdPower intends to conduct comprehensive analyses, inventories, and reviews as part of the Planning Year.

At the completion of the contract, EdPower expects to have built both academic and instructional capacity within the school in a sustainable way. EdPower also expects that the school will have developed the internal capacity to continue building student academic skills to even higher levels of achievement, such that the trajectory of school improvement continues to climb in the years extending beyond the contract.